References

Estrada, V. L., Gómez, L., & Ruiz-Escalante, J. A. (2009). Let's Make Dual Language the Norm.

Educational Leadership, 66(6), 54-58.

Carlos Gutierrez is a second grader from Texas and is enrolled in a dual language bilingual education program at his school. While some may think negatively about dual language programs, this program enriches models of bilingual education. In this article, the authors clearly state misconceptions that individuals may have about dual language programs. For example, some believe that an English Language Learner (ELL) is better off using less of their first language. On the contrary, Estrada, Gómez and Ruiz-Escalante are clear that these programs aim to help ELL’s develop on a higher level and to become more proficient in English. Instead of forcing English upon these students, they are able to learn English while at the same time growing in their native language. Research done in schools using these programs show great achievements in students that are enrolled in them. In order for these programs to continue to grow, it is important for teachers to see other languages as a powerful resource.

This article allows for a greater understanding of the importance of funding for dual language programs. After reading the common misinterpretations about these programs, it is evident that more people must become exposed and learn in depth about them. Learning on a higher level about how these programs are incorporated into the classrooms makes it evident that not only will ELL benefit from this, but students who speak English as a first language as well. By funding more programs like this across states other than Texas, more students will go into the world with a greater understanding for different cultures, languages and develop abilities that students without dual language programs lack.

Honigsfeld, A. (2009). ELL Programs: Not ‘One Size Fits All’. Kappa Delta Pi Record, 45(4),

166-171.

In this article, many different programs that adhere to English Language Learners (ELL) are explored. These programs range from English-language monolingual programs which in no way aid to ELL all the way to maintenance bilingual education programs which incorporates both the use of English and Spanish regularly. In addition to these programs, some schools work hard to quickly get students into complete English classrooms and do so with the aid of an English as a Second Language (ESL) specialist. Despite having a variety of programs, it is proven that bilingual or dual language programs provide students with the best education. Instead of aiming for ELL to speak English, these programs support both students whom need to learn English and students whom are becoming culturally exposed through the use of another language. By exploring a variety of different programs, Honigsfeld allows for the reader to grasp a better idea of which benefit ELL as well as students who aim to be linguistically versatile.

Upon reading this article, it is evident how necessary funding for these programs is but also interesting, as there is still much debate over the topic. An important piece of information contained in this article states that bilingual education is consistently superior to other programs that only focus on teaching English. In terms of program funding, it is vital for individuals to understand how necessary bilingual education is to nonnative speakers of English as well as native speakers. While this may be the dominant idea of the article, it is important to note that each student is different and not one program will be what works best for every student. With this in mind, this article pertains to my research because on the level of educational philosophy, it relates to existentialism. Teachers are there to guide students but allow them individual exploration through incorporating both English and another language, usually Spanish.

Jost, K (2009). Bilingual Education vs. English Immersion. *CQ Researcher*, *19(43)*. from

http://library.cqpress.com.uri.idm.oclc.org/cqresearcher/getpdf.php?id=cqresrre20091211

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At the start of this article, it is clear that Jost is going to explore the debates on the sides of Bilingual Education vs. English Immersion. Due to an inability to agree on funding and programs, in 2007 more than 30% of students that are classified ELL were not making progress in 18 states. While it is important to look at this statistic on a large scale, it is also necessary to view it state by state. A teacher in Texas, Todd Butler, explains how research has proven that prolonged exposure and support in a student’s native language will only help them the further along their education goes. English immersion however can be detrimental to a students learning as it only focuses on the target language rather than a combination of the native language and the target language. While it may seem that the program chosen would relate to the amount of funding the state and school receive, it is more based on the quality of the program and the willingness of teachers involved.

In reading this article, I feel that it in some ways overlooked the importance of funding. While it is absolutely essential for teachers to be qualified, it is difficult to find such teachers. Even upon finding them, if the school does not offer a decent pay and give money to go towards the resources needed to teach in a dual language classroom, they will decline the offer to work in the given school. On a different topic, the programs which this article explains work best seem to relate to the educational philosophy of positivist learning. In this style of learning, teachers make it clear what is required of students through a variety of methods. In a classroom where two languages are being taught, it is vital that a teacher be able to clearly state what a student must know. Students that speak English as a Second Language should not be punished but rather be in a setting where teachers meet their needs so they can excel and not be set back by laws such as No Child Left Behind, which tests even ESL students in English.

Strauss, Valerie (2014, October, 24). Why is bilingual education ‘good’ for rich kids but ‘bad’

for poor, immigrant students?. from The Washington Post Web Site: https://www.washingtonpost.com/news/answer-sheet/wp/2014/10/24/why-is-bilingual-education-good-for-rich-kids-but-bad-for-poor-immigrant-students/

Unlike many other articles, Strauss explores the ideas of bilingualism being of benefit to English speakers looking to learn another language but being a ‘bad’ idea when it relates to a person that does not speak English as a first language. The bulk of the article is written by Claire Bowern, a Yale University professor, who believes that the benefits of bilingualism outweigh the negatives. On one side, bilingualism allows for people to be more experienced and culturally diverse. However, the contrary is that some people believe funds are being wasted when they are spent on bilingual education. Despite looking at the differing viewpoints, the article states that children who are immigrants will be able to speak the major language of a certain country within a generation. With this in mind, bilingual programs and those who support funding for them will aid these students to become more equipped to the language sooner in life.

By funding English-only programs for ELL, it is denying these students of a real education and experiences, which will end up being a downfall later on in life. In terms of educational philosophy, this article is extremely important. In the educational philosophy of progressivism, the learning focus is on improving society and a student’s freedom to make meaningful decisions. In relation to this article, this very important learning focus can only be achieved through being open to bilingualism as it proves to have long term benefits for those who are involved in the programs. America has never been a monolingual country and it is clear after reading this article, that those who feel this way must be more informed on the research of bilingualism.

Terry, S. (2015, January 25). ESL students on the rise. Star Beacon (Ashtabula, OH)

While most programs focus on dual language programs and bilingualism, the story of three students that come to American from Puerto Rico is aimed toward the importance of ESL teachers. In this Ohio school district, the team of ESL teacher’s work with students on reading, writing, listening and speaking. In addition to the ESL teacher’s, a translator is available to help students and their families adjust to a new language and way of life. Each student is focused on an individual level, in group settings and incorporated into classes where English is the main language used. As more students go through this program and more improvements are made, a greater percentage of student’s are continuing education. excelling and go on to graduate from high school.

After reading this article, it is clear how important funding, ESL teachers, translators and a successful educational philosophy are for students. While not one specific educational philosophy can be used to relate to this article, a combination used is what allowed for students who entered this school’s ESL program to grow and receive the learning they need. It is the combination of reading and listening and writing and understanding the culture which allows for these student’s to be successful as they move from lower grade levels all the way to high school. ELL deserve to have an equal chance of being successful when compared to students in the same school that are native English speakers.